

SCHOOL REPORT

Franklin, Mass. ♡ 1905-6



Annual Report

OF THE

SCHOOL COMMITTEE

of the Town of

FRANKLIN, MASS.

FOR THE

FISCAL YEAR ENDING JANUARY 31, 1906



SENTINEL PRESS
FRANKLIN
1906

Committee:

WILLIAM A. WYCKOFF,	.	Term Expires 1906
FRED P. CHAPMAN,	. .	" " 1907
AMBROSE J. GALLISON,	. .	" " 1908

Organization 1904-5:

FRED P. CHAPMAN,	WILLIAM A. WYCKOFF,
CHAIRMAN	SECRETARY

Superintendent:

IRVING H. GAMWELL,

RESIDENCE: - 2 HIGH STREET

A regular meeting of the Committee is held in the Horace Mann building, beginning at 8 p. m., on the first Thursday of each month.

The Superintendent is at his office in the Horace Mann School from 8.30 to 9 a. m. and 4 to 5 p. m. each school day.

Report of Superintendent.

TO THE SCHOOL COMMITTEE OF THE TOWN OF FRANKLIN :

GENTLEMEN :—In a series of communications like the following, it is usually true that more or less of the contents of the last are applicable when it is time to submit another. Certain it is that no small part of the report of one year ago is equally pertinent to-day. Readers of the forthcoming pages are reminded that they do not pretend to completeness, and are referred, for further information, criticism, or suggestion, to the reports immediately preceding.

The year beginning with last February and ending with to-day has been comparatively uneventful in the public schools, but not without some changes and incidents of importance.

Death of a Teacher.

A year seldom if ever passes without variation in the teaching staff, but rarely does it happen that death is among the causes of vacancy.

Miss Caroline H. Guigon died in office March 15, 1905. She was a native of Franklin, born here nearly 25 years ago. Passing successively three various grades of our public schools, she graduated from the Horace Mann high school with the class of 1900. After a year of post graduate study and training as a local teachers' assistant, she entered the state normal school at Bridgewater. Here her record was such that even before she had received her diploma, the school department of Quincy, Mass., elected her to a position in that city. This she held until compelled by poor health to relinquish it after three months of service. One there in authority

says of her that she "was very much liked," that "she left on account of ill health," and that "had it not been for that she would have undoubtedly done entirely satisfactory work."

At the time of her death Miss Guigon had been teacher of Town House School, Grade IV, since the preceding September, tho her active connection had ceased, by leave of absence, at the end of the fall term. Short as the period of her service was, it was yet long enough to give evidence that she possessed qualities of a true teacher. To excellent natural characteristics — cheerfulness, courtesy, conscientiousness and common sense being prominent among them—she added the acquired benefits of a high school education and normal training. She was popular, too, in the best sense of that word of many meanings, with her pupils and associates. Who cannot regret that a life so full of promise, both for itself and for this community, was so early brought to its earthly close?

Appointment of Janitors as Truant Officers.

By the appointment of the three full-time janitors as truant officers, the schools have the benefit of a larger number of men who are at immediate command for duty of this kind, and as it is rendered without pay, the plan is of some economy to the town.

Shortening of the Elementary School-Year.

In order to a later beginning in September, and to more vacation between terms, the length of the elementary school-year has been restored to thirty-six weeks. While it is probable that the essentials of the course of study can be covered in the shorter period, it would be unsafe to draw positive conclusions until at least one full year of trial has elapsed.

Return to One-room Plan at Unionville.

At the opening of the present School year, one of the two positions at Unionville was dispensed with. To simplify the increased duties thus imposed on one teacher, the sever th

grade was transferred (by transportation) to the Thayer School, and a more consolidated program adopted for the remaining classes.

This course was taken, not in response to any educational demand, for, in their light, the school is not now as well organized as before—but because reduced membership and financial necessities elsewhere made it of doubtful wisdom to continue the more expensive arrangement. Miss Woodward is addressing herself with earnestness to the new situation, and will undoubtedly make it yield all that can reasonably be expected from it.

Discontinuance of Drawing Supervisorship.

It was also voted not to engage a supervisor of drawing for the present year. This action is to be ascribed, not to any disbelief in an expert director for this department, but to a conviction that, if salaries could not otherwise be increased, it were better, without elimination of the subject, to forego the supervisor, and to give the regular teachers the benefit of the unclaimed salary. On account of the late arrival of materials, it is impossible to report, at this date, how the work will progress without the aid of a professional overseer, but acknowledgment can be made of the unflagging interest and successful service of Miss Adra R. Mason, who was supervisor of the department for the ten years ending last June, and to whom its present organization is in no small measure due.

Donations.

Timely and appropriate gifts have come to the department from outside sources, since the year began.

In the spring the Alden Club bore the expense of the purchase and setting out of several trees and shrubs on the east side of the School St. building. The work was tastefully planned and executed, and adds beauty to a part where it was much needed. In June the same club presented to the schools below the high numerous pictures, adapted, in kind and appearance, to their destined form of publicity.

The graduating class of 1905 gave the high school a large and expensive platinum print of Guido Reni's *AURORA*. The work now hangs, with a seeming "felicity of position," at the head of either stairway on the second floor in the most frequented passage way in the building.

In December Mr. Addison M. Thayer made a most opportune contribution of twenty-three copies of "The Life of Benjamin Franklin" of which his distinguished father was author.

To all this it is a pleasure to add that a public spirited citizen has signified his willingness to provide the W. M. Thayer School with a suitable name-piece for the outside of the building.

Half-Day Attendance at Four Corners' School

For the past few days a plan has been under trial at the Four Corners school which is locally new, and, as time will probably show, meritorious. Here are enrolled children of the first and second grades. Until lately both classes have attended together, but the younger has been dismissed at recess, morning and afternoon. Equitable division of the day has given the second grade an aggregate of about two and three-quarters hours, and the first an aggregate of about two hours, of the teacher's immediate attention. But with a registration of over fifty pupils, one half of whom are first-year members, certain objections exist to their simultaneous attendance, and the question has recently suggested itself, why not, without curtailing their total share of the teacher's time, meet the grades separately?

Since the middle of January only the second has been attending mornings (9 to 12) and only the first afternoons (1.30 to 3.30.) Thus, without any loss in amount of instruction, each grade is receiving it under far more favoring conditions. The main argument for these separate sessions is that the teacher is free to give her undivided time and attention to the class before her. Incidentally, tho, there are other

advantages: fewer children (if any) will have to be turned away for want of seats, and the scholars are in a fresher condition of mind and body. It should be the intention to extend this plan of half day attendance to the other primary schools after due and successful trial at the Four Corners.

Repairs and Improvements of Buildings.

The activity of the four years preceding this one in the way of school house repairs and alterations accounts in part for the comparative quiet, in this particular, of the one now closing. Somewhat, however, has been accomplished. Basement bulk heads have been constructed at the Arlington St., Nason St., and Horace Mann buildings; a door way has been inserted between rooms 10 and 11 of the high school; and eighteen sets of adjustable furniture have been placed in room 3, Arlington St. School. But much remains to be done. Of the matters of which mention was made in the last report, the following are as yet unattended to: Enlargement of the office; further alterations in the rear of the Horace Mann building; concrete walks at Arlington street yard; enclosure of the Brick school yard; lowering of the furnace in the Town House school; more sanitary warming and ventilating facilities at the Brick, Four Corners and Unionville schools; and town water connections at the Brick, Four Corners, Town House schools.

To this long but not exhaustive list must be added two further needs: (1) a new floor in room 1, Thayer school, where conditions of temperature are similar to what they were in the adjoining room two years ago, and (2) a more spacious meeting place for the high school class in book-keeping. Narrow aisles, and tables with scant elbow-room, are not in keeping with the conduct of this work along modern lines.

Course of Study.

The only significant changes in the course of study have been two:

1. Place has been given, in the seventh grades, to the study of English history. Two terms will be spent on this subject and one on United States history. That it is possible thus to broaden the course without sacrifice to its other interests is annually evidenced by its early completion in the ninth grade. This year the class has reached the end of the prescribed course in history five months ahead of time.

2. Slant writing has been restored. Any worthy system of penmanship should stand the three-fold test of (1) Legibility of result, (2) Facility of execution (3) Economy of writer's endurance.

Vertical writing meets the first requirement very satisfactorily. No plainer hand exists. But with the average person it is slow and tiresome. And tiresome it must be, since, by making exclusive use of the muscles of the forearm, it deprives itself of the help of the biceps and shoulder muscles. Slant writing, on the other hand, brings into action these stronger sources of motive power. Vertical writing is essentially a finger movement, slant an arm movement. Anatomically there can be little doubt as to the preferable system.

Recent occurrences in the educational world seem to show that vertical writing has been found wanting. No less than 75 per cent. of the schools of this state have recently abandoned it. Ours are among them, the change to the slant hand having taken effect last September. It will not be time to draw comparisons until we have emerged from the present stage of transition.

Every year makes it more apparent that the whole course of study should be printed and put into the hands of each teacher. It is hoped that, in estimating the income desired for next year, the committee will take this need into consideration, as well as the cost of the issue of a new set of rules and regulations.

Individualization.

Shall a school of one grade be separated into sections and thus claim all the teacher's time for CLASS-work, or shall it remain undivided and thus give opportunity for individual

instruction? In recitations, shall a pupil be always required to listen to the one speaking, or shall he be allowed to employ himself otherwise?

Tho pupils are formed into classes, they still retain their individuality. The tendency of group organization may be levelling, but the element of the personal equation can never entirely disappear. A class is like a mixture, where, no matter how intimately associated, the several ingredients still retain their separate existence; and not like a chemical union, in which the various elements have lost their identity and an entirely new product has resulted. Hence the need of allowance for individual variations. We must preserve the class formation for the healthy rivalry which it stimulates. But we have also to reckon with differences in individual pupils who, in divers degrees, are slow, dull, timid, able, ambitious, etc. Modern business college methods, and the system of instruction in vogue in the schools of Batavia, N. Y., are standing proof of what can be accomplished by dealing with pupils on a distributive basis.

Since September we have been trying to give these ideas practical effect in Franklin. With two exceptions all elementary schools of one grade (of which, happily there are nine) are now handled, not in sections, as formerly, but as undivided classes in the major subjects. This so economizes the teacher's time that a good share of it can be spent with pupils one by one. This attention to individuals is usually given between recitations, at the teacher's desk, and while the rest of the class is otherwise occupied. It is this very intimacy and privacy of the plan that constitutes one of its chief merits, especially for timid or sensitive children. There is reason to believe that this method of class-individual teaching, which we have borrowed from the Batavia system, will yield greater returns than any plan heretofore tried. The teachers who are using it speak as follows:

MRS. CARROLL (Town House School, Grade IV):

"I think the plan of individual instruction works to perfection. I have always used it in my work and found it entirely satisfactory."

MR. FRAZER (Nason St. School, Grade VII) :

"I most heartily endorse the present system. . . . 1st, because it enables me to ascertain the difficulty in the individual's way ; 2nd, because it gives me an opportunity to question the individual so as to lead his thoughts into the right channel ; 3rd, it brings about a closer relationship between the individual and his teacher, which should, and I believe does, inspire each to more energetic strivings for better attainments."

MISS GORDON (Arlington St. School, Grade I) :

"Under this system the immature child and the nervous or slow child is happy in school and able to gain something with every exercise, while the quick normal child is able to do his best work."

MISS GUIGON (Arlington St. School, Grade V) :

"A specific time is given to the individual needs of each child. The deficient pupil is given the first place in this instruction. He becomes directly in touch with the teacher. The real reason for his deficiency is made known. It may be poor eyesight or hearing, a lack in ability to read and comprehend the work, or ignorance of fundamental principles. The difficult work is made plain. He no longer feels mastered but a master of the work. No after school sessions are necessary."

MISS HAVILAND (Town House School, Grade VI) :

"I have tried, when teaching, to give as much individual instruction as possible and have found this method to be successful, particularly with slow, discouraged, or retarded pupils, and in this way have brought scholars, who were unable to do the work, up to the required standard for grading."

MISS METCALF (Arlington St. School, Grade II) :

"I find individual work invaluable for children who have lost time through absence, are not naturally quick to

grasp new subjects, and who have a defective knowledge of English. I prefer to group these children when I can according to common defects and deal with the small group instead of the individual."

MISS REILLY (Thayer School, Grade VII) :

"I have found individual instruction very helpful to the slow, and to the shy and self conscious pupils. Results have proved that these pupils get a firmer hold on their work."

MISS STONE (Nason St. School, Grade V) :

"A teacher whose whole time is employed in conducting classes sees many places where a few words spoken to the individual child would correct some grave error, if there were only time. The new system supplies this time. It also allows the teacher to occasionally inspect written work while it is in progress, which is often an incentive to many children to produce their best. I have sometimes feared, however, that with some pupils it does not lead to independent thinking."

MISS THYNG, (Nason St. School, Grade III) :

"I heartily approve of individual instruction. I believe it to be a valuable method of teaching for the following reasons :

1. It brings the teacher and the pupil into closer relationship.
2. It recognizes the so-called dull pupil, and gives him an even chance with the others to do his best.
3. It produces happiness and cheerful obedience.
4. It gives the pupil courage, power, and a willingness to work.
5. I think there will be a greater number of promotions this year due to this method of instruction."

At yet one other point we are working for individualization, viz. : the recitation. To one who, with unprejudiced eyes, observes the conventional recitation, it must seem unwarrantably wasteful of time and energy. Is it in the highest degree beneficial for a class to listen to one, and then another

of its members, while he develops thought or restates matter with which they are already familiar, especially when this is done, as frequently it is, in crude and erroneous fashion? Does this not run counter to the principle of self-activity? Is it not quite non-productive? We are feeling the force of these questions, especially in the high school, where we are endeavoring to introduce the needed correctives. The underlying idea is to regard the recitation of the individual pupil largely as a matter between him and his teacher (like a written examination) and to provide for the rest of the class simultaneous employment of a related, but more absorbing and productive kind than rehearing of that with which they are supposedly familiar. Our progress in this direction, while slow, is gratifying.

Benjamin Franklin Celebration.

It was our unique fortune, on the seventeenth of this month, to be alive on the two hundredth anniversary of the birth of Benjamin Franklin—the man for whom this town was named and from whom it received a donation of books. Preparations were early made for a suitable celebration of the day in the public schools. The teachers went about them with great earnestness, and the pupils became immediately interested. As the town at large was at the same time, and in the same way more or less engaged, one could not fail to notice fresh proof of an old fact—that when the home and the school make common cause of a matter, the response of the pupil is doubly sure to follow.

The afternoon was observed by the schools as a half holiday.

On the preceding Monday evening, the pupils of the Horace Mann school attended, by invitation, a stereopticon lecture at Dean Academy on "Franklin, the Great American," by Rev. Henry R. Rose, of Newark, N. J. By the generosity of the Franklin Business Association the same lecture was repeated at the Opera House the following afternoon for the benefit of the pupils of the other public schools. It is safe

to say that to many of them the wonderful effects of the stereopticon were an entirely new experience. But, fascinating as these were, the entertainment of that brief hour will be but trifling compared with the memory of those realistic scenes, and the joy of their assembling together.

The High School.

A re-classification of students has taken effect according to the following definitions :

1. A regular student is one who has fulfilled all that has, up to any present date, been required of him as a candidate for a diploma.

2. An irregular student is one who has **ATTEMPTED** all that has been required, up to any present date, of a corresponding regular student, but has failed in some part of it, and has not removed the deficiency.

3. A special student is one who has taken, or is taking, **ONLY PART** of a regular course, i. e., one leading to a diploma.

A definite scale of study-values has also been adopted. Each subject has received a certain number of points or credit, based on its number of recitations, the times it requires preparation, and the portion of the year it covers. The object in view is substantial uniformity of rank among the several courses.

As the high school does not have to fit for a grade above, it is the more able to subordinate quantity to quality. Advantage of this fact has been taken by authorizing the teachers to put into practice a belief expressed three years ago, that "thorouness of acquisition is better than superficial extent of it."

As there seem to be no sufficient reasons why the eighth and ninth grades should be considered parts of the high school, and as there are very good arguments against the inclusion, separation is recommended.

The program of graduation exercises, which took place on the evening of June 30, was :

1. March—Priests' March *arr. from Mendelssohn*
ORCHESTRA.
2. Music—"King Mydas," Overture *arr. from Eilenberg*
ORCHESTRA.
3. Music—Fling Forth our Banner *Newton*
HIGH SCHOOL CHORUS.
4. Salutation—
GEORGE EDWARD FITZPATRICK.
5. Essay—Life and Works of John Milton
MYRTLE EVELYN COOKE.
6. Essay—Hans Christian Andersen; His Life, and One of
his Stories
NELLIE ANDREWS HENCK.
7. Essay—Johann Christoph Friedrich Schiller
ADA MICKLE TRASK.
8. *Selection from *Scene III, Act III, Wilhelm Tell*
TELL . . . SARA MAGDELENE COSTELLO
RUDENZ . . . E. GERTRUDE ROCKWOOD
GESSLER . . . HARRIET MAY BRIGGS
WALTER . . . UNA EVELYN POND
BERTHA . . . FLORENCE EVELYN ADAMS
9. Music—The Sea *Marshall*
HIGH SCHOOL CHORUS
10. Music—"A Dream of Paradise" *arr. from Gray*
ORCHESTRA
11. Presentation of Class Gift—"Aurora")
SARA MAGDELENE COSTELLO
12. Class History—
MILDRED DANIELS
13. Class Prophecy—
FRANK EWART LAYCOCK AND JOHN FRANCIS MCGROARY
14. Farewell Essay—
SARA GERTRUDE CONROY
15. Presentation of Diplomas—
MR. FRED P. CHAPMAN, Chairman of School Board
Certificates of Attainment will this year be delivered to
Grace Helen Bullard Elijah Allen Chase
Florence Ethel Gay Herbert Carlton Stewart
Ada Louise Talcott Pansy Laura Usher
16. Singing of Ode—
THE CLASS

*[The German authorities, in order to lead the Swiss to an open display of dissatisfaction with the government, place at a prominent spot a pole surmounted by a Ducal hat. Tell, a liberty loving Swiss peasant, failing to salute this sign of German authority, is seized and brought before Gessler, the Governor.]

For many years public high schools have been in a state of dilemma between superior institutions on the one hand, and the people on the other. To fit for college and to "prepare for life" have not always been identical or even compatible processes. At present, however, this unhappy and long standing antagonism seems to be on the wane, partly thru the adoption of broader standards by the colleges, and partly thru a more liberal attitude on the side of the people. If this tendency goes on, the high school may yet become at once a popular and a preparatory institution.

The Horace Mann high school is still on the list of unqualifiedly accredited schools of the New England College Entrance Certificate Board. Its present term of approval runs out at the end of the current calendar year, when, let us hope, the honor will be renewed.

But a question of greater moment is this: Is the school all that it ought to be to those who come under its tuition? This brings us face to face with the fundamental inquiry, elsewhere considered, of the object of education. Suffice it here to observe that in the high school the knowledge acquired is of less consequence **THAN THE WAY IN WHICH IT IS ACQUIRED**. To originate a demonstration in geometry is far better than to memorize another person's proof. To search out facts in history, from a plural of sources and under the guidance of well planned topics, is of more value than to appropriate them from a single book. An immediate study of a master-piece or master-man in literature is rather to be chosen than the second-hand ideas of manuals and dictionaries. In each of these cases the resulting knowledge may be the same, but how different in value the ways and means by which it is reached! This, then, is the opportunity: To transfer the emphasis from the acquisition of knowledge to the method of its acquisition; to exercise the memory less, and reason, judgment, comparison and discrimination more; in short, to make wider application of the laboratory idea.

Again. Two subjects as major as any in the secondary course are History and English. In keeping with the recommendations of the Committee of Seven, this school offers Greek

and Roman history the first year, Medieval the second, English the third, and American (with Civics) the fourth. But when one reflects on the vast wealth of material in English and American history alone, and on the indispensable-ness of a large part of it to the best citizenship of today and the future, one is tempted to believe that, if the same portions of four years were devoted exclusively to this study, the plan would equal the present arrangement in value of historical training, and excel it in usefulness of historical information. To the ancient Greek the story of the Hellenes was all sufficient. May not the modern Anglo Saxon wisely apply the analogy?

For other reasons, too, we shall do well to restrict the scope of the course without shortening its length. As now presented, history is mostly taught from the political point of view. But in a larger sense the story of a people is incomplete unless it includes some account of their progress in science, literature and education. These phases, as well as the purely political, are entitled to a share of our attention. Again, if "the history of a nation is the story of its great men," we are at present taking too little time for biography. Certain it is that this is a most effective way to arouse historical interest. Our recent study of Benjamin Franklin is a case in point. Instructive it is, too. Suppose one should thoroly read the lives of just five Americans—Franklin, Washington, Adams, Webster and Lincoln—would he not thereby gain an uncommonly good knowledge of American history from the earliest beginnings of colonial discontent down to events within the memory of men now living?

English is a term of wide range. Its main divisions are two—Language and Literature. Language has chiefly to do with form in expression, embracing reading, writing, spelling and composition (which involves grammar and rhetoric), and Literature with substance.

Regular study of the language arts mentioned above, except composition, now ceases with the elementary course. But the spoken and written English of the average high school student is mechanically so faulty that, instead of longer blam-

ing the grammar school for the condition and thinking to reform it, we should do better to prolong the formal study of reading, writing and spelling into the high school.

In the choice of works of literature the firm hand of the college is especially felt. Its terms of admission rigidly confine preparation here to a list of English classics, by no means all of which appeal to the heart or the brain of the learner, and some of which have been known to have the opposite effect. Yet they are sufficient in number to leave little spare time for other reading. Now who will deny that one of the greatest services which schools can render pupils is the implantation of a taste for good literature? Could we who teach but feel, at those times when our oversight of them has to cease, that they will indefinitely keep up this priceless habit of right reading, the thought would greatly lessen our concern for their future conduct and education. A literature so abundant and so varied as ours affords satisfaction for all tastes. It seems unpardonable, therefore, that any should leave the high school without having acquired a relish for good reading.

The above thoughts are not wholly in accord with the traditional standards of admission to college, yet in view of the more-liberal allowances already adopted in history, and authorized for the year 1909 in English, this school could probably act upon these suggestions and still remain on the accredited list of the College Entrance Board. If, however, the choice lay between forfeiting their approval, and foregoing the proposed revision, duty would seem to dictate the first named sacrifice.

A Few Statistics.

In continuation of a table presented two years ago, the following figures are given.

FROM THE SCHOOL CENSUS, SEPT. 1, 1905 :

Number of persons between 5 and 15 years of age,	980
Number of persons between 7 and 14 years of age,	723

FOR THE SCHOOL YEAR 1904-5:

Number of pupils under 5 years of age,	4
Number of pupils over 15 years of age,	97
Number of pupils between 7 and 14 years of age,	701
Average membership,	914
Average attendance,	828
Percentage of attendance,	90
Regular teachers required,	26
Teachers in high school,	8
Pupils in high school,	210
Expenditure for public schools,	\$23,714.06
Cost per pupil,	\$25.94

DIRECTORY.

The names, residences, and assignments of persons now in the paid service of the school department are given below:

Superintendent of Schools.

Irving H. Gamwell, 2 High street.

Teachers.**ARLINGTON ST. SCHOOL.**

Jennie H. Gordon, Principal, 122 Emmons St. Grade I.
 Clementine S. Guigon, 35 West St. Grade V.
 Emma J. Holmes, 19 Church St. Grades III and IV.
 Edith L. Metcalf, Lincoln St. Grade II.

BRICK SCHOOL.

Rebecca Dunning, 9 Lincoln St. Grades I, II and III.

FOUR CORNERS SCHOOL.

Alice E. Wentworth, 511 Central St. Grades I and II.

MANN SCHOOL.

Irving H. Gamwell, Principal, 2 High St. Bookkeeping and Geometry.

- Amy J. Cook, 154 Main St. Elocution, Ancient History and Latin.
- Laura B. Earl, 14 High St. Grade VIII, (a). Drawing and Singing in Grade IX, and Medieval History.
- Frances E. King, 14 High St. Grade IX, Algebra, Senior Arithmetic, and Senior History.
- Helen F. Lamb, 14 High St. German, English History, Shorthand, and Typewriting.
- Bertha F. Lawrence, 108 Main St. Drawing, Singing, and The Sciences.
- Adèle M. Waldmeyer, 164 Main St. Grade VIII, (b) (with singing) and French (first and second years).
- Alice Wiggin, 5 Alpine St. French and English.

NASON ST. SCHOOL.

- Charles F. Frazer, Principal, 86 Pleasant St. Grade VII.
- Mabel E. Stone, 222 Dean Ave. Grade V.
- Gertrude B. Thyng, 108 Main St. Grade III.
- Lucy E. Tower, Grove St. Grades I and II.

THAYER SCHOOL.

- Isabel M. Reilly, Principal, 38 Oak St. Grade VII.
- Jennie P. Baker, Lincoln St. Grades I and II.
- Mrs. Lena B. Crowther, 214 Union St. Grades V and VI.
- Belle M. Gould, 565 Central St. Grades III and IV.

TOWN HOUSE SCHOOL.

- Mrs. Dollie S. Carroll, 246 Dean Ave. Grade IV.
- Ida I. Haviland, 130 School St. Grade VI.

UNIONVILLE SCHOOL.

- Beulah A. Woodward, Unionville. Grades I to VI incl.

SUPERVISOR OF SINGING.

- Betsey B. Harmon, 511 Central St., and 15 Curtis Ave., West Somerville, Mass.

Janitors.

Henry F. Brown, Unionville. Unionville school.
 Edmund Burke, 89 Peck St. Arlington St. school, and East building, Nason St. school.
 Charles E. Campbell, 10 Cottage St. Court. Mann and Town House schools.
 Joseph E. Duprez, 42 East St. Thayer school, and West building, Nason St. school.
 Clarence M. Ellis, 9 Lincoln St. Brick school.
 James W. Winters, 360 Central St. Four Corners school.

Transporters.

Carl Loose, Daniels St. City Mills District.
 John W. Stobbart, Pine St. North Franklin District.
 Charles B. Tupper, 167 Union St. Mount District.
 John H. Tyler, King St. South Franklin District.

In this directory may also be recorded the withdrawals, and corresponding new appointments, within the year. In the case of each withdrawal the teacher had served since Feb. 1.

WITHDREW.	SUCCEEDED BY.
March 17, Caroline H. Guigon, (Town House School, Grade IV).	Mrs. Dollie S. Carroll (March 18 to date).
June 23, Edna M. Winters, (Primary Dept. Unionville).	No appointment
June 30, Elizabeth L. Bray, (Mann School, History and Elocution),	Amy J. Cook (by transfer) (Sept. 11 to date).
June 30, Amy J. Cook, (by transfer), (Mann School, Grade VIII b)	Adèle M. Waldmeyer (Sept. 11 to date).
June 30, Adra R. Mason, (Supervisor of Drawing)	No appointment
June 30, Hattie E. Skillings, (Mann School, Business branches)	Helen F. Lamb (Sept. 11 to date).
June 30, Anella M. Wheeler, (Mann School, Grade VIII a)	Laura B. Earl (Sept. 11 to date).

October 3, Clara E. Nixon, (Thayer School, Grades V and VI)	Mrs. Lena B. Crowther (Oct. 4 to date).
October 18, Margaret M. Sullivan, (Arl. St. School, Grade I)	Jennie H. Gordon (Oct. 19 to date).
January 19, Alma A. Knowlton, (Town House School, Grade VI)	Ida I. Haviland (Jan. 22 to date).

The Educational Aim and its Bearings.

If there is any one word which best expresses the general purpose of education, it is efficiency. Leaving the word to define itself, let us pass to other questions. What are its elements? What are its forms?

Essential elements in efficiency are [1], Natural ability; [2], Skill, or natural ability properly trained; [3], Knowledge; [4], Interest; [5], Self-reliance; [6], Effort or work. On less than these it is scarcely conceivable that one can attain absolute efficiency in any given direction.

The forms of efficiency are principally two. [1] Social, and [2] Self-serving. Social efficiency makes one a worthy member of the community to which he belongs, and self-serving efficiency enables one to gain his livelihood and to minister to his happiness and other personal interests. These two main kinds appear to consist of common subordinate forms. Essential to either are [1], Moral efficiency; [2], Mental efficiency; [3], Manual or constructive efficiency; [4], Bodily efficiency, including not only the possession of physical health, but the knowledge and the will to retain it.

Accepting the above, so far as it goes, as a fair outline of the nature of the educational aim, we may now view it in its local bearings.

It can safely be said that the teachers of Franklin are striving to develop, or, so far as possible, to implant the elements above mentioned.

With regard to the forms of efficiency suggested, but one—the mental—is receiving adequate attention, and that only in AMOUNT. Far better quality of results will be realized when knowledge is esteemed less, and THE THINKING HABIT

more. Systematic effort at moral efficiency still falls short of what should be attempted, training for manual efficiency has not gone beyond lessons in drawing and in penmanship, instruction for bodily efficiency is mainly oral (to say nothing of the absence of set physical training) and regular study of civics, whose primary aim is social efficiency, does not begin until the ninth year.

So far as the foregoing facts are mere matters of method, they can readily be rectified. Not so where new material is involved. Provision of facilities for manual training, and of books and supplies for the proper teaching of hygiene and elementary civics, is therefore recommended to the committee for its favorable regard and action.

This report, my fifth and the fifteenth in the series, is submitted with a full realization that good schools are not the achievement of any one individual, but the product of the united effort of all concerned, and with a grateful sense of the intelligent, harmonious, and effective co-operation which has attended the progress of another year.

IRVING H. GAMWELL,

Superintendent of Public Schools.

January 31, 1906.

Report of School Committee.

TO THE CITIZENS OF THE TOWN OF FRANKLIN:

Your Committee respectfully submits the following report:

RECEIVED.

Annual appropriation,	\$21,500 00
Tuition, Town of Bellingham,	420 00
Tuition, Town of Norfolk,	18 00
Tuition, Town of Medway,	10 50
Tuition, State Wards,	217 00
Tuition, Wm. C. White,	7 00
Dog licenses 1905,	779 34
Dog licenses 1906,	762 83
Error in Transportation, 1905,	1 00
	—————\$23,715 67

BILLS APPROVED.

Teachers,	13,860 69
Transportation,	2818 03
Fuel,	2160 53
Janitors,	1869 00
Books and supplies,	1486 22
Miscellaneous,	700 94
Repairs,	817 00
Balance on hand,	3 26
	————— 23,715 67

Again the Committee has been compelled to alter the interior of the Horace Mann Building so as to utilize more of the waiting rooms for recitation purposes. We have now about reached the limits of this building and we would call the attention of the citizens to the fact that the schools are becoming so crowded that it is a matter of only a short time when new accommodations will have to be made, as under the present conditions it is impossible to obtain the best results in the schools.

The recommendations of last year ("a fire escape at the Nason street schools and the heating of the Four Corners, Brick and Unionville school rooms") are again called to your attention. We feel that the appropriation should be such as to allow the committee to take some action in these matters, as under existing conditions they menace the safety and health of the children in these schools. Without your financial assistance the committee is powerless to do anything.

We would also recommend that some kind of a cellar be put under the Town House and the furnace lowered, thus giving them more efficiency.

Recommendations for this year :

For school purposes,	\$22,300 00
For fire escape, Nason St.,	500 00

F. P. CHAPMAN,

For the Committee.

Report of Supervisor of Music.

TO THE SCHOOL COMMITTEE OF FRANKLIN :

The music in the public schools of Franklin is quite normal, and on the whole as good as last year. From year to year the schools differ, and where one teacher might be heard to say, "My pupils are not doing as well in music this year as last," two or three others might say just the opposite. The annual shaking up and weeding out makes such a state of affairs inevitable.

The work in most cases seems to have gone on a little steadier than last year, due, probably, to the fact that the regular teachers and the special teacher have become accustomed to and know what to expect from each other. We have one less teacher than last year and in that section we find the work necessarily going on more slowly but very satisfactorily. The work started out in a very favorable manner last Fall, for we found at our service a number of much needed music charts. These are a great help, not only to the teacher, but they also make the path of the pupils much smoother.

In the high school chorus a visitor would find a marked improvement over last year. The class is not as large as it was last year, which at first thought might be disappointing, but it is quality rather than quantity that we are looking for. I find much more independence of parts, which I hope is due to the fact that last year we gave a good share of our allotted time to learning what might be call the drudgery of music. The last half of last year we began to read music in a simple and rather attractive manner, and to that end we had new books, "School Songs with College Flavor," by L. R. Lewis. This book has accomplished what was intended, namely: first of all to awaken a new interest in music by taking new and old melodies and presenting them in novel and attractive ways; second, once having this interest aroused, to be able to learn and enjoy more difficult music quickly and in an in-

telligent manner. This has been done, for we have laid aside our new books for a while and have been studying one of the hardest and most attractive books which could be found. It is exceedingly gratifying, to me at least, to know that there are ways by which boys and girls may be rescued from that musical lethargy into which they fall at a certain age, and not one of those ways seems to point toward the adoption of street songs. No matter how musically destitute a child may be, the love for the best in music as well as the love for the best in life is there. We have it in our high school.

Respectfully submitted,

BETSEY B. HARMON,

Supervisor of Music.

Truant Officers' Report.

TO THE SCHOOL COMMITTEE OF FRANKLIN. GENTLEMEN :

We have investigated forty-four cases of absence from school of children between the ages of seven and fourteen years. Of these eight were cases of wilful truancy, thirty were on account of sickness, and six were due to detention by their parents for other reasons. One parent was prosecuted for non-compliance with the school attendance law.

Respectfully submitted,

EDMUND BURKE,
CHARLES E. CAMPBELL,
JOSEPH E. DUPREZ.

Jan. 31, 1906.

Truant Officers.

